DOCUMENT RESUME

ED 069 970 AC 014 024

TITLE	Further Education: Chapter III, Section 4.
INSTITUTION	Ministry of Education and Science (Federal Republic of Germany).
PUB DATE	Jun 72
NOTE	23p.; Extracts from: Deutscher Bildungsrat (German Educational
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education; *Continuous Learning; *Curriculum Design; Government Role; Information Dissemination; *Retraining; University Extension; *Vocational Education
IDENTIFIERS	Federal Republic of Germany; *Further Education

ABSTRACT

Further education in the Federal Republic of Germany, that is, the continuation or recommencement of organized learning following the completion of an initial phase of education, is discussed in this chapter. The present situation in further education, objectives, educational opportunities provided and the course system, prerequisites for the development of further education, principles of organization, the dual function of educational establishments, levels of cooperation, and duty of registration and obligation to give information are presented. (For related document, see AC 014 023.) (DB)

ED 069970

FEDERAL REPUBLIC OF GERMANY

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Extracts from:

Deutscher Bildungsrat

(German Educational Council)

"Strukturplan für das Bildungswesen - Empfehlungen der Bildungskommission"

13 February 1970

Chapter III, Section 4

"Further Education"

FILMED FROM BEST AVAILABLE COPY

Translation Department,
Federal Ministry for Education and Science (BMBW)
Bonn, June 1972

Unauthorized Translation

AC014024

4. Further education

Definitions

Further education is defined here as the continuation or recommencement of organized learning following the completion of an initial phase of education which can vary in length. The conclusion of the initial phase of education, and thus the start of possible further education, is usually marked by the pupil's beginning gainful employment on a full-time basis. In this connection, the housewife is to be included in the group of gainfully-employed persons. The boundaries between the initial phase of education and further education remain flexible, and no minimal period of employment can be established as a prerequisite for further education. The short-time period spent on training or on becoming familiarized with one's work on-the-job does not fall within the framework of further education.

Further education is provided in numerous fields and at varying qualification levels, which are not to be determined solely on the basis of the previous education acquired by the participants. Besides bearing in mind the level of education acquired in the initial phase of education when entry conditions are laid down for study courses, consideration must always be given to the educative effect of informal processes of learning - particularly experience gained in one's occupation and in life generally. The educative effect of vocational and extra-vocational activity can equal guided processes of learning, supplement them or call them into question.

4.2 The present situation

The manifold tasks of further education are fulfilled by numerous sponsors with differing objectives and facilities. Without laying claim to completeness and without setting priorities with regard to promotion worthiness, the following are to be named as the most important sponsors of further education establishments: the State, local governments, employers' and trade associations, professional associations, firms, trade unions, universities, chambers of commerce, industry and handicrafts, the churches, commercial further education establishments, radio and television stations, associations, scientific societies.

The State and local governments occupy a special pla e in this list of sponsors, since they maintain not only establishments sponsored by themselves, but, in addition, support numerous non-governmental and private sponsors by making public funds available. Of these sponsors which rely on finances from private and public funds, a distinction is to be made from those sponsors who finance their work solely by private ways and means. In many cases, the sponsors charge fees and levy contributions from their members. However, it is only in the case of commercial enterprises that financing is carried out solely by way of such fees and contributions.

The following are establishments providing further education: colleges, vocation-oriented educational institutions, libraries, correspondence course institutes, independent educational establishments, residential "Volkshochschulen" (establishments providing adult education courses), museums, radio and television programmes, sports establishments, theatres, retraining centres, academies of administration, adult education establishments.

A sponsor, or a group of sponsors, often supports different types of further education establishments. The State as sponsor maintains, for example, academies of administration for the training and further training of the staff of its own administration, as well as retraining centres for the further education of those employed in private industry. Mention must also be made in this connection of the German Federal Armed Forces and the measures undertaken by the latter with regard to further education. Libraries, museums, theatres, orchestras are mainly supported by local governments, partly by the State. The local governments are - either directly, or indirectly by way of their financing of associations - the sponsors of adult education establishments. Nevertheless, irrespective of their legal form in each case, a largely uniform type of adult education establishment has emerged.

With the present amount of information available, no complete picture of further education can be obtained. Studies and statistics give only inadequate information on further education as a whole. Data on courses, participants and teachers are available only in connection with the subsector of adult education establishments. Altogether there is a lack of information on the number, previous education, social background and motivation of participants in further education courses, on the capacity, costs and equipment of the establishments, on the organization and financing of the sponsors, the number and qualifications of teachers and on courses, priorities, and the execution of programmes and meetings. Since no comprehensive picture can be formed, the results are that gaps and overlappings occur in further education work, and funds are uneconomically used.

The overall situation with regard to further education is characterized by the traditional separation of general and vocation-oriented education. Government promotion is planned on the basis of this separation, meaning that vocation-oriented further education (in the form of further vocational training and retraining) and non-vocation-oriented further education (in the form of adult education) are separately planned, organized and promoted. The basic legal principles with regard to the promotion of further education and therefore also concerning its structure and organization, extension and development, relate either one-sidedly to the promotion of vocation-oriented further education (further vocational training and retraining) or expressly exclude it. In the Law on Vocational Training and the Law on the Promotion of Labour, the Federal Government has planned that sector of vocation-oriented further education falling within its competence. Since 1953 there exists in North-Rhine Westphalia the Law on the Granting of Subsidies to Adult Education Establishments and corresponding institutions for the education of the people. In Lower Saxony, the Law on the Promotion of Adult Education was passed in December 1969. In several other Länder, bills have been submitted on this subject or are in the course of preparation.

Neither laws nor bills pay attention to the unity of vocational and non-vocational training. This is shown, for example, in the fact that the Law in Lower Saxony on the Promotion of Adult Education excludes those institutions from support which mainly serve to provide direct vocation-oriented training and further vocational training. On the other hand, for example, in accordance with the Law on the Promotion of Labour, measures which fall under the sector of general education cannot be promoted on the part of the Federal Labour Office. Further education combining specific vocation-oriented qualifications with the necessary broadening of students' intellectual horizons and the development of one's ability to act independently can hardly be realized on the basis of the legal principles established up to now.

4.3 Objectives

Further education cannot be regarded and treated either as an optional private matter or as a measure serving group interests. It can rather be assumed that society as a whole is interested in the all-round permanent education of the greatest possible number of people - an interest which in its intensity resembles society's interest in school education for all.

The initial phase of education is incomplete if it is not followed by supplementary further education. The comprehensive sector of further education is therefore an integral part of the education system.[43] Further vocational training, retraining and adult education fall within the framework of this sector.

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43) Cf. the section on Permanent Further Education, II 2.

The prospects for the structure and extension of further education can be seen from these tasks. The general principles which relate to the initial phase of education also apply to the overall sector of further education. As regards the teaching and educational aspects, modifications and shifts of emphasis can occur under post-school learning conditions, as for example in the teacher-pupil relationship or with regard to the individualization of learning. It can be assumed that adults' learning ability in the initial phase of education will be maintained and indeed increased and developed to a certain extent. On the whole, however, the process of learning, learning ability and learning aptitudes where adults are concerned must be studied further.

If further education is regarded and treated as a comprehensive sector in the education system, then the various sponsors of further education can more easily arrive at joint conceptions in this respect, and the awareness of the coherence of the varying tasks of the educational establishments is increased. Moreover, with a comprehensive further education sector, the orientation of both those interested in and participating in further education is facilitated, thus helping them to express and become aware of their needs concerning further education. Starting with the improvement of the information basis by introducing the obligation to publish and announce further education opportunities and also the establishment of an information centre accessible to all concerned, the sponsors are to be brought together in order to undertake co-operative action.

As in hardly any other sector of the education system, government, local government and private sponsors must join forces so that educational opportunities can be improved and become available over wide areas. Courses at institutions providing further vocational training, retraining and adult education must be coordinated - both in the interests of all-round promotion and the orientation of the participants, and also in order to guarantee that the available resources are put to optimal use. Since the emphasis of further education work is to be found at the local and regional level, co-operation must start here, too. The intimate knowledge which the

sponsors and staff of educational establishments have of local conditions and circumstances constitutes the starting-point for providing equally-distributed and appropriate educational opportunities in the respective regions. The significance of further education work on the local and regional level does not, however, dispense with the necessity of elaborating a supraregional overall concept in this respect.

As in other sectors of the education system, curricula are to be developed, while taking into consideration the conditions of post-school learning (employment, a changed attitude towards learning). These curricula must comprise relatively compact study units which are clearly grouped and which can be differently combined. In addition there is the didactic and educational task of combining in the further education curricula elements of both vocation-oriented and general learning.

The classification of educational opportunities in clear-cut units replaces the principle of continuing typical initial education courses in the sector of further education - a practice which has been followed up to now particularly with regard to retraining. The participant should not be confronted with compact packages of learning requirements which he must master irrespective of whether they are necessary for his educational goal, or not. Instead he should be offered the possibility of gaining individual qualifications, for which certificates can also be issued, corresponding to the present need for such qualifications, the participant's previous education and his own wishes.

In order to make further education available to larger sections of the population, it is necessary that it be incorporated into employment situations. The release of employees for participation in courses is, just like the provision of an appropriate number of teachers and institutions providing instruction, a prerequisite for being able to accomplish the tasks devolving on the comprehensive further education sector within the framework of the education system.

4.4 The function of further education within the framework of the education system

Further education must necessarily be flexible enough to be able to adapt itself to the changing demands made on those participating in it as well as to the changing demands in turn made on it by the latter if it is to be capable of keeping abreast of the dynamism of social evolution. This flexibility is encouraged by the fact that there is opportunity for untrammelled social initiative and by the existence side by side of state and local government as well as private - and thus "consumer-oriented" - sponsors. The integration of further education into the education system as such, which has brought about a situation in which increasing demands are made on these sponsors by the State, must not lead to the inability of quickly assimilating needs and requirements taking the shape of social initiative nor must it prevent them from being reflected in teaching programmes. The flexibility and adaptability of further education exert a favourable influence on the education system as a whole.

By extending organized learning over the course of a lifetime, further education may act as a brake on the gradual lengthening of training periods during the initial phase of education; in this way it may be possible to prevent the start of working life from being unduly delayed and even eventually to shorten the initial phase of education. The envisaged spreading of educational periods over the course of a lifetime must not, however, lead to an approach which sees in further education an alternative to the efforts made to promote every youngster to the greatest possible extent already in the initial phase of education in accordance with his inclinations and abilities.

Furthermore, the integration of further education into the education system as such will act as a feedback beneficial to schools and universities; this would make it possible for the contents and manner of learning in the initial phase of education to be more strongly oriented towards the immediately following period of life and to be conceived as a basis for further education later in life. Schools and universities will be in a position to place the emphasis of their teaching on conveying to their students the general methodical basis of a subject.

Changes in the technological environment cause strictly specialized training quickly to become obsolete; any forecast of the exact occupational requirements to be expected at some future time has hitherto been marred by too many uncertain factors. The acquisition of new and specialized qualifications by means of further education is likely to mitigate the repercussions of forecasting errors.

The qualifications acquired during the initial phase of education can alternatively be acquired in a later phase of education; the present system of examinations and requirements for admission will cease deciding the course of an individual's life once for all in the same measure as it becomes possible subsequently to alter the once-chosen course of education.

Under a system of further education, periods of working will alternate with closely coordinated periods of organized learning. Organized further education will eventually lose the preparatory character of the initial phase of education. Particular importance will be attached to further education for teachers. The multiplier effect to be expected in this group will benefit all institutions of the education system.

4.5 Educational Opportunities provided and the Course System

Further education is oriented towards all kinds of post-school educational needs. A varied system of courses exists to meet individual and social demands.

It is expedient to design the teaching programmes of such a course system as a system built from individual units - each unit, i. e. each course, representing a comparatively self-contained phase of education. By the same token, the course unit should be designed in such a way as to be able to constitute a basis for another unit. Under this system long courses could be sub-divided into several well-defined phases. The organization of individual stages of learning and the attainment of set learning objectives are thus made easier. The disparities in educational backgrounds can more easily be made allowance for owing to the variety of opportunities of access opening up. The consecutive acquisition of qualifications makes it easier for firms and participants to arrange for, and time, the phases of further education. The educational efforts of participants who have to move

from one place to another are not impaired because the course units can be attended to in different places. On the whole, further education will become more transparent in this way. Initial experiments with a view to a course system have hitherto been made mainly by the "Volkshochschulen" (Adult Education Centres); these efforts as well as other projects of this type should be continued and in fact speeded up.

Each qualification acquired in a course unit will be recorded in a certificate and has a value of its own. These certificates can also attest a combination of qualifications, which supplement the traditional examinations of the initial phase of education. New types of final examinations (combinations of qualifications or certificates) may thus come into existence and new types of occupations may emerge. Further education certificates must be reliable in attesting the qualifications acquired; they should indicate the specialized and the general learning objectives of the course in question or of the learning unit and define the standard of attainment achieved. A standardized control of the level of attainment must guarantee that the achievements certified can be compared with one another.

Furthermore, it must be possible also to acquire the qualifications and pass the final examinations of the initial phase of education by means of a combination of course units and certificates; the readiness to submit to the strain of further education will thus be increased.

Further education which has been designed as a unit system will be flexible enough to adapt itself to the developments in science and technology as well as in economic and cultural affairs, but at the same time it can systematize educational opportunities. A consolidation of certificate combinations with a view to establishing new educational levels would, however, be contrary to the purpose and the possibilities of the unit system.

The introduction of course units on the basis of the unit system demands the detailed planning of learning units with **distinct starting-points** which take into account the educational background of the participants and with well-defined learning objectives which are geared to educational needs and demands. There is the possibility of dividing up teaching functions and of using technical media to convey learning programmes

within a multi-media environment; the evolution of this system, which is characterized by the combination of media and type of lesson in keeping with the teaching subject, seems to be an obvious solution. A multi-media system can bring out the benefits of study and teaching by correspondence: increase in the number of participants, individualization of study efforts as a result of large-scale independence from local teaching events and the opportunity to determine one's own study periods. However, since direct instruction must necessarily accompany and supplement study by correspondence , the opportunities offered by the multi-media compound system can be exploited only to the extent that the necessary teachers and materials can be made available. The subjects of organized further education permit formalization and systematization in varying degrees. They comprise not only fields of learning in the narrower traditional sense but also matters of orientation and individual activity. The possibilities to formulate and apply programmes are limited above all in the last-mentioned areas. Particularly with regard to further vocational education, re-training and the extension of basic education, it will be possible to use programmes which can be formalized and systematized to a large extent. While, for these areas of priority, complete programmes must be developed, which in addition to planning the time schedule also require setting a standard of attainment as well as issuing guidelines for the implementation, organization and control of effectiveness from the point of view of the methods used, it will frequently not be possible to state anything more than a few criteria for the organization of events the subject-matter of which does not lend itself so readily to formalization.

For all the interest there is in introducing and consolidating a course system built from individual units for these sectors of further education which lend themselves more readily to formalization, it must nevertheless not be overlooked that the range of opportunities for further education extends from largely standardized courses with long-term objectives on the one hand to improvized individual events. The use of strongly formalized course systems must not be allowed to detract from the value of subjects that are not so easily formalized.

From the point of view of permanent further education, all final exami-

nations of the educational set-up become intermediate objectives, which can be improved on and extended under the system of further education by means of the acquisition of additional qualifications. The realization of a unit system with its inherent possibilities (successive examinations, variable combinations of subjects) will, in the long run, encourage the integration of further education courses into the overall system of education; similar qualifications can be acquired in different courses. To the extent that the "final examinations" of the organized education and examination system are retained, they will increasingly be regarded, and handled, as a set of qualifications to be acquired by successive stages. The proposal that emerged from the discussion about the reform of higher education refers to this concept. It suggests that the whole of the educational opportunities made available be broken down into (course) units in order to make it possible to integrate further education among other things into the system of higher education. This might be a way of solving the problems arising from the organisation of new, supplementary or continued studies ("recurrent education") going hand in hand with, or interrupting, working life.

4.6. Prerequisites for the development of further education

The learning processes going on within the further education system must be supported by the education system as a whole; they continue, and refer back to, things learned at an earlier age; they do so in the same measure as - in contrast to the assimilation of facts - learning how to learn is taught, and indeed the methodical bases are established. However, further education cannot pay tribute to the idea of permanent educational processes to the exclusion of all other concepts, that is to say, it cannot simply continue where the initial phase of education was "broken off" with the start of working life; it must take into consideration both the possibility of reviving knowledge acquired at an earlier age and that of stimulating productivity and creativity to start things new.

The fact that individuals taking up further education studies as a rule earn their living or pursue some other activity changes their approach to learning. While on the one hand, there is the danger of the learning motivation becoming less keen in the day-to-day routine of work in a job or elsewhere, the informal learning processes going on permanently on the other hand, constitute the basis for systematic further education. This spontaneous process of education produces new sets of motives. Further education must therefore both refer back to the motivations and the abilities to learn acquired in school and pre-school times, and build on the motivations that were engendered during a later period of life. If the readiness to engage in further education is to be increased, a variety of incentives must, at the same time, be provided, taking into account the post-school environment and the various age-bound dimensions. These incentives could include a differentiation of the educational opportunities made available, free choice of subjects, useful qualifications which are within the student's grasp, certificates, financial rewards, educational leave and vocational and educational guidance. There is a need for educational events not restricted in attendance and for informal courses which are to appeal to a wider public and teach them to derive pleasure from continued learning.

The above mentioned methodical and organizational elements of further education which are supposed to increase motivation are only of secondary importance with regard to their motivating power compared with the social and cultural determinants of an individual's desire for education. This is evident from the educational gap which separates denominations, regions, sexes and social classes and which is perpetuated in further education. The most effective means of favourably influencing an individual's desire for education and his motivation exist in the pre-school and school period and are thus out of reach of further education. A better chance for further education to gain a foothold and become effective will eventually result from the reorganization of the elementary sector (kindergarten and preschool) and of the school sector in general. Improving the learning motivation will be the central concern of this sector.

If participation in systematic and thorough further education is to become a matter of course, expectations determined by outmoded social and cultural factors and attitudes must be abandoned, among them for example the opinion that the ability to learn decreases as we get older. Continued learning as a behaviour which to date deviates from the norm can on the one hand be motivation-forming and set free learning energies; on the other hand, however, it requires an amount of energy, initiative and stamina, money and financial losses, which - as the present state of things shows - has hitherto been invested only by a minority.

Permanent further education for the gainfully employed cannot become a matter of course until further education comes to be regarded as part of one's work. The individual must have the right to be freed from other duties to guarantee his participation in further education; this right must be secured either by legislation or by collective bargaining. If the right to be freed from other duties is exclusively embodied in such a collective agreement, this might, however, encourage new educational privileges to arise. There would be the danger of a new educational gap opening up between those employed by firms with different profit margins. If a minimum period is fixed, it must be such as to secure effective further education. An annual two or three weeks per employee would be a sensible proposition to start with. If one considers the variety of vocational and occupational groups, and of industries, and the various forms and possibilities of further education, it becomes apparent that only a flexible handling of the release from other duties is conceivable; it should for example be possible to accumulate or split up the times of release so as to enable the employee interested in further education freely to choose the form of further education (full-time, part-time or correspondence course) that is most in keeping with his situation and the goal to be achieved by means of further education. Decisions on the length and scope of the release from occupational duties, in particular on a restriction of further education periods to well-defined subjects, should be taken by bodies on which all those concerned (representatives of the employers, employees, public administration, the teaching staff of education establishments, and the participants themselves) are represented.

Another prerequisite for the development of further education is the training of teachers apt to fulfil the variety of tasks set in this field. New types of occupations and new courses must be evolved and tested as the teacher for further education becomes a profession in its own right. The number of full-time teachers for further education must be increased considerably; in future, it will gradually become less conceivable for a sector of education which acquires greatly increasing significance to be supported predominantly by part-time staff. Further education will have to continue to rely on the number of staff at present working part time in further education in any case even if the number of full-time teachers is increased. In order to be able to meet the increased demand for teachers, it will be necessary to relieve the teacher of some of his complex duties, mainly by means of technical media, and of many burdens within the framework of the multi-media compound system. Media-teaching alone is not sufficient in the majority of cases since the ecuational process, which is at the same time a socialization process, is furthered by the interrelationship between teachers and those taught.

4.7 Principles of organization

The present system of further education does not answer the needs of a highly industrialized society. Permanent further education must have a sound institutional and organizational basis to support it and to enable it to take up, and answer appropriately, the challenges of the scientific and technological and of the economic, social and cultural changes.

The integration of further education into the overall education system is in keeping with the growing significance of permanent further education; further education will thus be subject to public responsibility in the same way as any other sector of the education system.

Effecting this integration and simultaneously extending the further education system as well as coordinating, increasing and streamlining the further education opportunities available - these objectives can only be realized through wholesale cooperation on the part of all those concerned; by the same token, cooperation as such must be institutionalized as an essential element of organization. Expedient and desirable as the activities of different sponsors may be - since this state of affairs corresponds to the necessarily manifold functions and forms of further education - the sector as a whole must none the less benefit from a cooperation of the sponsors which is much more effective than has to date been the case in further education.

4.7.1 The dual function of educational establishments

The integration of further education into the overall system of education is effected by means of the mutual harmonization of the further education opportunities available with the contents of other stages of the education system. Further education does not require equipment of its own in all fields; what is important, however, is to exploit to the full the means available, i.e. teachers, rooms and equipment. The extension of further education must go hand in hand with support by schools and universities for untrammelled social initiative in the field of further education. In addition to the sponsors and institutions offering courses exclusively for the purposes of further education, such as the Volkshochschulen (Adult Education Centres), the institutions of the secondary sector of education as well as the specialized institutions of higher education (Fachhochschulen) and universities must also assume responsibility in the field of further education.

Universities and spezialized institutions of higher education must be enabled to establish the basis for new, continued or supplementary studies (recurrent education); once the organizational and staff requirements have been met, the provision of courses for new, continued and supplementary studies (recurrent education)

should be made compulsory for all the institutions of the higher education sector. Further education measures could appeal to a body of participants far exceeding the circle of post-graduates, provided the participants fulfil the requirements to be met for achieving the learning objectives set.

Below the higher education level, vocational schools should contribute to, and themselves offer, further education programmes. As regards technical schools, schools for technicians could constitute a model capable of development. In addition to the specialized vocational training during the initial phase of education, schools for technicians already provide opportunities of learning a more highly qualifying trade for certain groups of employees.

Where there are plans to build school and cultural centres, attention should be given to the fact that all educational institutions should assume educational responsibilities not only for the initial phase of education but also for further education.

4.1. Levels of cooperation

The task of streamlining and extending further education can only be successful if it is tackled jointly by state and local government as well as private sponsors, by representatives of employers as well as employees, by teachers and those taught and finally by the government bodies with administrative and support functions. There will be different levels of cooperation depending on the type of the tasks and problems to be solved.

The various levels of cooperation must be in close contact with each other. Local and regional detailed planning and implementation must - in its basic principles - closely fit into the framework of supra-regional planning and organization of the overall sector of further education and thus of the education system as a whole. Only those tasks and problems which cannot be solved at the local and regional level should be dealt with, and decided, on a supra-regional level.

The specific tasks attributed to each level will be indicated only in outline; practical experiments will have to decide on the most expedient division of functions and the most suitable form of co-operation and coordination between individual levels.

A prerequisite for successful work at the above-mentioned levels is the allround information of all those involved on data which are of importance for the planning and realization of further education. The establishment of an information centre is therefore particularly significant for further education. Since responsibility for information and documentation in the field of further vocational training and re-training lies with the Federal Institute for Research into Vocational Education, there is a need here for cooperation between this Federal Institute and the information centre. This cooperation must be institutionalized.

4.1.2.1 Cooperation at the local and regional level

The special set of interests of a sponsor or an institution often brings about a narrowing down of the objectives of further education. A restriction to special aspects of further education may, in addition, have been caused by the insufficiency of staff numbers, of rooms and of technical equipment. Isolated planning of individual programmes and a lack of method due to a lack of information bring about overlapping and gaps in the overall educational opportunities provided.

Providing an overall view of all the further education opportunities available at the local and regional level is in the interest of both participants and sponsors. The local authorities or an institution working in the field of further education, such as the local Volkshochschulen (Adult Education Centres), should take the initiative here. A platform should be established at the local and regional level for those participating in further education as an instrument of cooperation.

The joint planning of the overall programme should begin by making possible the joint use of establishments and teaching equipment and by bringing the teachers to cooperate. The joint examination of individual programmes acts against a narrowing down of objectives and introduces a more comprehensive perspective into the planning of the learning opportunities to be offered. The programmes evolved in this manner must be oriented towards the specific needs of a place or a region. It is to be expected that a cooperation thus institutionalized will lead to a revision of existing programmes, to the necessary division of functions among the various establishments and thus to an improvement of the quality of activities in the field of further education. The provision of comprehensive and high-class educational opportunities at this level will depend on the cooperation of a sufficient number of efficient sponsors and institutions. This holds good in particular for the areas outside the large conurbations. Cooperation at the local and regional level means - above all in these areas - an extension and improvement of the mostly inadequate educational opportunities available (owing to an intimate knowledge of the local and regional circumstances and needs).

4.7.2.2 Cooperation at the supra-regional level

The effectiveness of work in the field of further education is also dependent on the structure of the sector of further education as a whole; the basic principles governing this structure can be elaborated only at the supra-regional level. By means of the participation of the institutions and sponsors in planning, curriculum research and development, the needs and demands existing at the local level could enter into overall planning; on the other hand, the interrelation with overall planning would result in new demands made on the activities of the educational institutions at the local and regional level.

Particularly close cooperation between local and supra-regional levels is a must with regard to the development of the overall sector of correspondence courses (including university studies by correspondence). This task, which is, above all, seen as a supra-regional one, cannot be fulfilled without the local educational establishments to support them: Experience has shown that the development of the sector of correspondence courses is best served in connection with the extension of the multi-media compound system - a combination of correspondence courses and direct teaching.

Owing to the present distribution of responsibilities, the supra-regional organization of a future overall sector of further education must be effected at the Federal-Lander level since vocational further education (further training and re-training) is the responsibility of the Federal Government while the provision of general further education is in the hands of the Lander.

As institutionalized cooperation between Federal and Lander Governments is extended, the drafting of the principles to govern the sector of further education must be done by joint planning bodies. This procedure will make it possible to avoid excessive adherence of vocational further education to aspects of the promotion of employment and of labour market policies. Further education as a function of the promotion of employment and of labour market policies can be only one aspect among many in the wider framework of educational policy. It will have to be the aim of the cooperative planning of the Federal and Lander Governments to link up the specially vocational further education with general learning objectives.

One of the principles governing the sector of further education is the setting of minimum standards in further education establishments; these minimum standards must include criteria for the assessment of courses, the handling of admission and final examinations, the supervision of the standard of attainment and the qualifications to be required of the teaching staff. The elaboration of curricula, which

can only be conceived as a supra-regional task to be carried out by the competent institutes, must be based on these minimum standards and criteria, which themselves have been developed along cooperative lines; the assumption of public responsibility will thus be made easier. Even though the private further education establishments and their sponsors are under no obligation to take over curricula which have developed on the basis of minimum standards and criteria worked out along cooperative lines, Federal and local authorities are nevertheless in a position to provide their own further education facilities in order to carry out - in the interest of students - programmes that are up to the minimum standards. However, the activities pursued by the Federal and local authorities in charge should not be compelled to adhere to the principle of being nothing but a subsidiary of non-Federal and non-local sponsors.

4.7.5 Duty of registration and obligation to give information

The integration of further education into the overall education system requires a degree of information with regard to the sector of further education that is at least equal to that in other sectors of education.

The assumption of public responsibility, the cooperation of sponsors with each other as well as between these sponsors and public authorities at the levels mentioned above, and the options open to those interested in further education are dependent on the degree of information on the opportunities offered in the field of further education.

In order to improve the basis of information, it is necessary to introduce the duty of registration and the obligation to give information. A record should be kept at the local and regional level on all establishments of further education while the public should have free access to this record, which would contain

information on the organizational form of the sponsors as well as details of the equipment and the opportunities offered. On the basis of such a record, the information centre would be enabled to establish an inventory of further education.

A favourable influence could be expected to come from the disclosure of the whole field of further education activities by means of the duty of registration and the obligation to give information; it is in fact indispensable as a prerequisite for a cooperative basis to be established by the sponsors themselves. The possibility for educational establishments to look into each other's programmes will entail revision, streamlining and coordination of the opportunities provided. The result could be a division of efforts beneficial to both the sponsors of, and the participants in, further education.

The duty of registration and the obligation to give information make it possible for those interested in further education to obtain an overall view of the opportunities available; it facilitates comparison and thus enables the potential student to make a sound choice of courses. In this way, the participants can be protected against inadequate opportunities and unsound practices in further education.

Private sponsors must be given the greatest possible scope of action. The duty of registration and the obligation to give information on further education opportunities might, in the case of firms, come into collision with the keeping of trade secrets; the protection of interests must be guaranteed where this is justified. With a view to the fixing of details regarding the duty to register, and give information on, further education activities, it is therefore indispensable that criteria be evolved and tested which make it possible to exempt individual further education opportunities from the above-mentioned obligation.

The duty of registration and of giving information provides access to the information necessary for the planning and extension of further education. At the same time, it supplies the bodies supporting it with a basis on which to assess and finance the work of educational establishments.

Not until the duty of registrating and of giving information is introduced will it be possible for the State to assume public responsibility in the field of further education and to make increasing demands on the sponsors and institutions. It cannot be the aim of the information and the possibility of public supervision brought about by the above-mentioned obligation to determine all the details of further education work; the aim is nothing else but to secure a selection and realization of curricula which is suitable for further education and to make possible an efficient utilization of funds.

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on Adult Education